

ATTACHMENT IX-B: PERA Student Growth Plan

Suggested Motion: Accept the Student Growth Plan as Presented

Recommended Action: Approve the motion.

The PERA Joint Committee has met a number of times over the past several months and have worked hard to create the attached Student Growth Plan. Beginning the 2016-17 school year, it is required by law to add a component of student growth into the evaluation process. The committee has worked with Kids at the Core to complete the plan and the necessary components to satisfy the law. It is requested that the Board accept the plan as presented. Dawn Atlee was the facilitator for this process.

North Boone PERA

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April 2016



The North Boone Community Unit
School District #200 PERA Joint
Committee has agreed upon an
evaluation process to promote best
practices in instruction and assessment
— and to support the growth of all
students through the use of evidence-
based practices.

Student Growth

Student growth is defined as the change in understanding/knowledge over two or more points in time.

**Growth is not the same as attainment which can be evidence by a single assessment measure (ACT score, final exam score)

Performance Evaluation Ratings

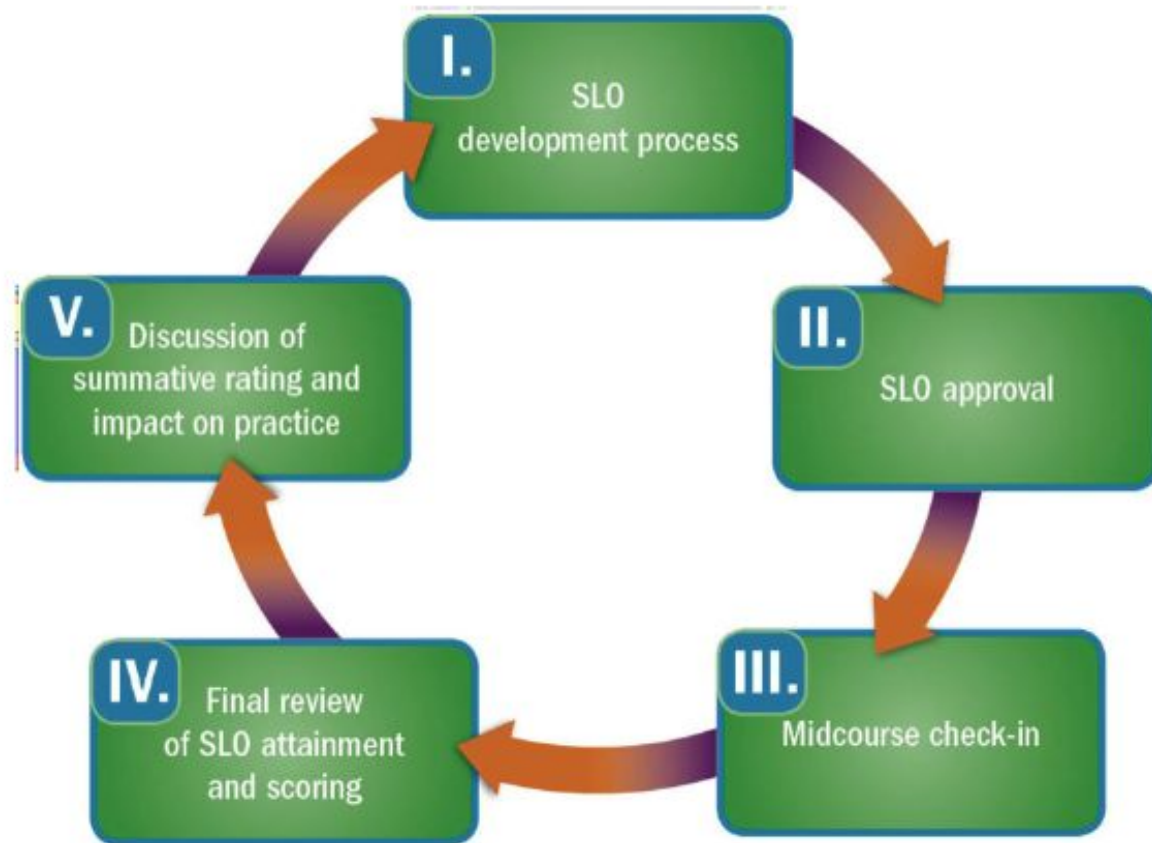
Year of Implementation	School Year	Percent of Student Growth	Percent of Professional Practice
Year 0	2015 - 2016	0%	100%
Year 1	2016 - 2017	25%	75%
Year 2	2017 - 2018	25%	75%
Year 3	2018 - 2019	30%	70%

Student Learning Objective (SLO)

SLOs are:

- Targets of student growth
- Set by educators at the start of the instructional interval
- Articulate expected growth during a specified instructional interval
- Based on a thorough review of available data
- Reflect student baseline skills
- Approved after collaboration

The SLO Evaluation Cycle



Source: Lachlan-Haché, L., Cushing, E., & Bivona, L. (2012). *Student learning objectives as measures of educator effectiveness: The basics*. Washington, DC: American Institutes for Research. Retrieved from http://educatortalent.org/inc/docs/SLOs_Measures_of_Educator_Effectiveness.

Assessment Requirements

All educators will write at least two SLOs.

Must have

- Type I & Type III

- Type II & Type III

- Two Type III

Assessment Types

Type I	Type II	Type III
An assessment that measures a certain group of students in the same manner with the same potential assessment items, is scored by a non-district entity, and is widely administered beyond Illinois	An assessment developed or adopted and approved by the school district and used on a district-wide basis that is given by all educators in a given grade or subject area	An assessment that is rigorous, aligned with the course's curriculum, and that the evaluator and educator determine measures student learning

Source: 23 Illinois Administrative Code, Subtitle A, Subchapter b, Subpart A, 50.40 Definitions

Assessment Library

Early Childhood

Type I or II	Type III
Gold	Individual Teacher Assessment
ELIS	

Assessment Library

Elementary (K-4) Upper Elementary (5-6), Middle School (7-8), High School (9-12), Special Education, ELL, Bilingual, Reading Specialist, Math Interventionist

Type I or II	Type III
AIMSWeb	Individual Teacher Assessment
NWEA MAP	
Fountas & Pinnell (K-5)	
Common Grade Level Assessment	
Common Content Assessment	
Unique Learning System (Special Education)	

Assessment Library

Music/Band/Choir, Art, CTE, Agriculture, Foreign Language, Physical Education, Health, Computers, Speech, Media Specialist, Driver's Education

Type I or II	Type III
Common Content Assessment	Individual Teacher Assessment

Assessment Considerations


- All Type III assessments must adhere to the parameters set by the assessment approval document and must be mutually agreed upon by the educator and evaluator. (*See Appendix: Approval Checklist*)
- Assessment must be administered with techniques so that valid and reliable data can be obtained.
- Educators need to collect baseline data to determine student's strengths and weaknesses. This will be used to set growth targets.
- After setting goals, educators will work with students to achieve goals through engaging in quality instruction aligned to the goals of the class or course.
- Educators will administer a final post-test at the culmination of the instructional interval.

SLO Framework

Student Learning Objective (SLO) Worksheet

Student Learning Objectives: Targets of student growth that teachers set at the start of the school year and strive to achieve by the end of the instructional interval or school year. Based on a thorough review of available data reflecting students' baseline skills, these targets are set and approved after collaboration and consultation with colleagues and administrators.

Teacher Name:		SLO:	
Building:			
Subject/Grade:			
Course:			

Population	Attach SLO Roster
Assessment Design & Alignment	Circle: Type I Type II Type III Explain the assessment design along with the alignment to skills and standards with rationale.
Instructional Interval	List the dates for the instructional interval window along with the approximate window to administer the midpoint check.
Student Baseline & Analysis	Where are students starting?
Growth Target(s)	Based on student baseline data, how much growth is expected during the instructional interval?
Strategies & Support needed	What additional support(s) do I need to help students achieve these goals. (technology, learning needs, etc)
Growth Data (Midpoint Check)	How are students progressing toward goals? 

Educator Signature & Date

Evaluator Signature & Date

SLO Roster

Each educator will have a representative group of students whose growth will be used to determine evaluation ratings. This group of students will be listed on that educator's SLO Roster. The number of students on the SLO roster will vary based on educator assignment.

Examples:

- Elementary Classroom: All students in Mrs. Jones's 3rd grade class
- Middle/High School: All students enrolled in the same course
- Elementary Resource: All of Mrs. Smith's ELL caseload
- Fine Arts: All of the 4th grade music students in Mr. Davis' music program

SLO Roster

North Boone SLO Roster Scoring

Directions for Use:

1. Teacher adds name or identification number for each student into the worksheet. Additional rows may be added as needed.
2. After administration of the Growth Assessment Set's Baseline (Pre-test), the teacher enters each student's baseline score.
3. After analysis of baseline scores, historical data, and other pertinent information, the teacher enters each student's established growth target. Target growth should be rigorous, yet reasonable targets of student growth appropriate for that individual student.
4. When setting target growth scores, the teacher should note rationale for target growth scores, as needed.
5. After administration of a mirrored midpoint assessment, teacher enters student score.
6. After administration of the Growth Assessment Set's Final Assessment (Post-test), the teacher enters each student's final score.
7. Comparing the target growth score to the final score, the teacher enters if each individual student met the target growth score by answering yes or no.
8. Once the relevant information has been entered into the worksheet, overall teacher rating of student growth measures on this SLO will be computed.
9. Maintain assessment records throughout each evaluation cycle.

Teacher Name:		SLO Goal	
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Student Name or Identification Number	Baseline Score Date:	Target Growth Score	Midpoint Score* Date:	Final Score Date:	≥ Target? (yes/no)	Target Growth Rationale Notes

* Midpoint scores will be discussed at "mid-point check" as well as used for pivot points to ensure students grow to the targeted score.

SLO Score Calculations

# Students Making Target (A) Calculate = Count total "yes"	Total Students (B)	% of students ≥ Target Calculate $\#(A/B) \times 100$

% of students ≥ Target	Descriptive Rating	Numerical Rating
80-100%	Excellent	4
50-79.99%	Proficient	3
25-49.99%	Needs Improvement	2
<25 %	Unsatisfactory	1

Midpoint Update

Date: _____

Educator: _____

Evaluator: _____

Final Rating

Date: _____

Educator: _____

Evaluator: _____

Mid-Point Update

At the midpoint of the instructional interval, data should be collected to document student progress. This data should be in the form of another mirrored assessment. At the midpoint of the instructional interval, once more data is available, the educator is allowed the opportunity to revise growth targets based upon the progress monitoring data or changes in the classroom.

Key Points on SLO Revisions:

1. A meeting is optional, at either the educator's or evaluator's request.
 - a. Educator submits the revised SLO, the original SLO and evidence for revisions and baseline data.
2. The evaluator reviews and must approve any changes.
 - a. The evaluator rejects the proposed SLO if it is not satisfactory against the SLO Framework and the data does not support any changes.

Summative Student Growth Rating

# Students Making Target (A) <i>Calculate = Count total "yes"</i>	Total Students (B)	% of students Target <i>Calculate = (A/B) x100</i>
% of students Target	Descriptive Rating	Numerical Rating
80%-100%	<i>Excellent</i>	4
50%-79.99%	<i>Proficient</i>	3
25%-49.99%	<i>Needs Improvement</i>	2
<25%	<i>Unsatisfactory</i>	1

1. After administration of the growth assessment set's final assessment (post-test), the educator enters each student's final score.
2. Comparing the growth target to the final score, the educator enters if each individual student exceeded or met the growth target by answering yes or no.
3. Once the relevant information has been entered into the worksheet, overall educator rating of student growth measures on this SLO will be computed.

Each SLO will have a final rating of 1-4 based on the number of students meeting or exceeding their growth target(s). Using the SLO roster, educators will calculate the total number of students meeting or exceeding the expected growth targets as compared to the total number of students assessed, expressed as a percentage.

Figure 4.5

4	3	2	1
80% or more	50%-79.99%	25%-49.99%	<25%

Summative Performance Evaluation Rating

		SLO 2			
		4 80.-100%	3 50.-79.99%	2 25.-49.99%	1 <25.%
SLO 1	4 80.-100%	4	3.5	3	2.5
	3 50.-79.99%	3.5	3	2.5	2
	2 25.-49.99%	3	2.5	2	1.5
	1 <25.%	2.5	2	1.5	1

4: 3.5 - 4.0
3: 2.5 - 3.49
2: 1.5 - 2.49
1: 1.0 - 1.49

Summative Performance Evaluation Rating

		Professional Practice 75%			
		4	3	2	1
Student Growth 25%	4	4.0	3.25	2.5	1.75
	3	3.75	3.0	2.25	1.5
	2	3.5	2.75	2.0	1.25
	1	3.25	2.5	1.75	1.0

4: 3.5 - 4.0
3: 2.5 - 3.49
2: 1.5 - 2.49
1: 1.0 - 1.49

SLO Approval Timeline

Educators will enter into an annual cycle for baseline assessment administration, SLO development, SLO approval, midpoint checks, post-test administration and calculation of summative growth evaluation rating. Educators will submit SLOs to the evaluator for approval. Then the educator will work towards reaching growth targets with evaluator support.

(See Figure 4.6 for more information)

Growth Data Collection Timelines

Beginning with the 2016-2017 school year, tenured educators will collect data over instructional intervals within a two-year period. Non-tenured educators will collect and use data over a single year's instructional interval.

Non-tenured Educators:

2016-2021
SLO 1 SLO 2
PP

Tenured Educators:

2016-2017 Year 1	2017-2018 Year 2	2018-2019 Year 1	2019-2020 Year 2
SLO 1	SLO 2	SLO 1	SLO 2
	PP		PP

2016-2017 Year 2	2017-2018 Year 1	2018-2019 Year 2	2019-2020 Year 1	2020-2021 Year 2
SLO 1 SLO 2	SLO 1	SLO 2	SLO 1	SLO 2
PP		PP		PP

Please refer to the
North Boone
PERA guide book
for more
information.